

CHAPTER 3

TRADITIONAL ARCHITECTURE

Learning Objectives:

- Students are able to identify traditional design.
- Students are able to apply adverb in a context.
- Students are able to analyze a simple present in a text
- Students are able to produce the adverbial phrase.



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DAMASCUS

Damascus is located in southern Syria on the banks of the Barada river. The area of Damascus forms an oasis on the edge of the Great Syrian desert. The name of Damascus is pre-Semitic and is mentioned in Egyptian texts of the second millennium BCE. The oldest standing remains date from the Roman period and includes parts of the city wall, columns marking the lines of street, and the enclosure on which the Umayyad mosque is built.

Mud brick and wood are the principal materials of construction for traditional houses. The lower parts of houses have thick walls made out of mud brick which are strengthened at the corners with wooden stakes laid horizontally. The upper parts of the houses are often cantilevered over the street on wooden beams. The walls of the upper part are made out of a wooden framework with bricks laid in between often in a herringbone pattern. The more important monuments are made of stone with baked brick or stone rubble used for domes and vaulting. A characteristic of the monumental masonry of Damascus is the use of ablaq (alternating courses of dark and light masonry) made out of white limestone and black basalt.



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The most important monument was the Tekiya of Sulayman.



The Ottoman conquest of the early sixteenth century re-established Damascus as a regional capital, a position which was reinforced by its position at the start of the Hajj (pilgrimage) route to Damascus. New facilities both religious and practical were built to accommodate the vast numbers of pilgrims coming from Anatolia, Syria and even from Iran. The most important monument was the Tekiya of Sulayman. The Magnificent designed by his architect Sinan and completed in 1555. The Tekiya is built on the river bank on the site of the old Mamluk palace, Qasr Ablaq. The Tekiya comprises a mosque, kitchens and a camping ground for pilgrims. The mosque is built in the classical Ottoman style with a prayer hall covered by a large dome and a double arcade running round it on three sides. The twin minarets are tall pencil-like structures with sharp pointed roofs. The pure Ottoman appearance of the building is modified by the use of alternating black and white (ablaq) masonry. Other Ottoman mosques of the period also display a mixture of local and Ottoman features, thus the Sinaniya (after Sinan Pasha the governor of Damascus, not the architect) mosque has a large central dome in the Ottoman style but the use of ablaq masonry and the monumental muqarnas portal resemble earlier Mamluk buildings.

Read the text about Damascus and answer the question below.

1. What is the main feature of monumental masonry?
2. How can you describe traditional houses in Damascus?
3. What is Qasr Ablaq?
4. What are the parts of Tekkiya?
5. Why did Damascus build any facilities for pilgrims?
6. How does Tekkiya look like?

Match the expressions on the left with the definitions or synonyms on the right based on the article. Write the appropriate letter in the blank.

- | | |
|----------------------|---|
| _____ 1. Remain | a. A hard sedimentary rock composed mainly of calcium carbonate or dolomite |
| _____ 2. The edge | b. Invasion; subjugation |
| _____ 3. Vaulting | c. A fine-grained volcanic rock composed largely of plagioclase with pyroxene and olivine |
| _____ 4. Herringbone | d. Keep, stay |
| _____ 5. Masonry | e. The outside limit of an area. |
| _____ 6. limestone | f. Stonework |
| _____ 7. Basalt | g. Ornamental work on ceiling |
| _____ 8. Conquest | h. An arrangement consisting of column of short parallel lines |



Watch the video and tell what you get from it. Write some words you find from it.



ADVERBS

Adverb describes verbs and modifies adjectives and other adverbs. Adverbs, unlike adjectives, do not modify nouns. Adverbs can also modify phrases, clauses, and sentences. Adverbs answer one of the following questions: When? Where? How ? How much? and How often?

Example:

- The teacher had to speak loudly to be heard over the children. (Loudly modifies the verb speak.)

- The children were really bad during the movie. (Really modifies the adjective bad.)
- John approached the wounded dog very slowly. (Very modifies the adverb slowly.)

Types of Adverbs

1. Adverbs of Time

An adverb of time answers the question 'When?' Adverbs of time include: after, always, before, during, early, later, never, now, often, rarely, recently, sometimes, soon, then, today, tomorrow, usually, yesterday, etc.

Example:

- ✚ John attends the soccer game soon. (soon answers the question: When does John attend the soccer game?)



2. Adverbs of Manner

An adverb of manner answers the question 'How?'

Adverbs of manner include: badly, beautifully, better, bravely, cheerfully, fast, hard, quickly, slowly, inadequately, healthy, well, etc.

Example:

- ✚ Sarah slowly slept soundly last night. (soundly answers the question: How did Sarah sleep?)

3. Adverbs of Place

An adverb of place answers the question 'Where?' Adverbs of place include: above, away, below, down, here, inside, near, outside, there, up, etc.

Example:

- ✚ Susan placed the boxes above the file cabinet. (Above answers the question: Where did Susan place the boxes?)

4. Adverbs of Degree

An adverb of degree answers the question 'How much?' It describes the strength and intensity at which something happens. Adverbs of degree include: almost, completely, enough, entirely, extremely, hardly, just, little, much, nearly, quite, rather, very, too, etc.

Example:

- ✚ John worked very hard to complete his part of the project. (Very answers the question: How hard did John work?)



5. Adverbs of Frequency

An adverb of frequency answers the question 'How often?' Adverbs of frequency include: always, never, usually, frequently, occasionally, rarely, seldom, sometimes, etc.

Example:

- ✚ Bob always forgets to check his email before class begins. (Before answers the question: How often does Bob forget to check his email?)

Forming Adverbs

- ✓ Adding -ly to the end

Many adverbs are formed by adding -ly to an adjective.

Example: clear/clearly hard/hardly

But there are some special spelling rules.

1. We do not leave out **e**, e.g. nice → nicely Exceptions are true → truly, whole → wholly.
2. **y** → ily after a consonant, e.g. easy → easily, lucky → luckily Also angrily, happily, heavily, etc.
3. **le** → ly, e.g. possible → possibly Also comfortably, probably, reasonably, sensibly, terribly, etc.
4. **ic** → ically, e.g. dramatic → dramatically Also automatically, scientifically, etc. (Exception: publicly)

✓ Irregular Adverbs

Some adverbs do not use the –ly ending. These adverbs do not have a particular form. Following is a list of some of the most common irregular adverbs: already, also, always, here, never, not, now, often, quite, seldom, soon, still, then, there, too, very well.

Adverb Placement

Adverbs are flexible in their placement; therefore, they can be placed just about anywhere within the sentence.

1. At the beginning of a sentence or a clause

Example: Clearly, John has a problem arriving to work on time.

2. At the end of a sentence or a clause

Example: Sarah and John attend the opera frequently.

3. After the verb

Example: Bob and John have always participated sportively in the soccer tournament.

4. Between the subject and the verb

Example: Sarah rarely forgets to call home when she is out late

The ending ly is the normal adverb ending. But a few adjectives also end in ly.

- Melanie was very friendly.
- It was a lively party.
- We had a lovely time.

Some more examples are: elderly, likely, lonely, silly, ugly

The words are adjectives, not adverbs. And we cannot add -ly. If we need to use an adverb, we often choose another word of similar meaning.

- It was lovely.
- Everything went beautifully.

Compare these sentences.

ADJECTIVE	ADVERB
We did some hard work.	We worked hard.
I came on the fast train.	The train went quite fast.

We can use these words both as adjectives and as adverbs: **deep, early, fast, hard, high, late, long, low, near, right, straight, wrong**. In informal English, the adjectives cheap, loud, quick and slow can be adverbs.

ADJECTIVE	ADVERB
They sell cheap clothes in the market.	They sell things cheaply there.
Back already! That was quick.	Come as quick/quickly as you can.

NOTES:

There are some pairs of adverbs like hard and hardly which have different meanings. Here are some examples.

- I tried hard, but I didn't succeed.
- I've got hardly any money left, {hardly any = very little, almost none}
- Luckily I found a phone box quite near.
- I nearly fell asleep in the meeting, {nearly = almost}
- Rachel arrived late, as usual.
- I've been very busy lately, {lately = in the last few days/weeks}
- The plane flew high above the clouds.
- The material is highly radioactive, {highly = very}
- We got into the concert free, {free = without paying}
- The animals are allowed to wander freely, {freely = uncontrolled}

TASK 1

Identify the adverb modifies verb, adjective, or other adverbs for each of the following sentences.

1. Yesterday, Mrs. Blue thoughtfully assigned two brief assignments.
2. Today, the students will arrive early.
3. She did well on the first test, but she failed the second test miserably.
4. The skaters put on a very exciting show.
5. The runner was an unusually fast starter.
6. Kangaroos are extremely fast animals.
7. They look quite awkward when they jump.
8. The great red kangaroo is surprisingly tall.
9. Before 1900, fingerprinting was very rarely used by the police.
10. People used their fingerprints quite often to protect themselves from forgers.
11. Fingerprinting has been used much longer than we ordinarily think.
12. The expert worked quite rapidly.

TASK 2

This is part of a story about a spy called X. Put in adverbs formed from these adjectives: **bright, careful, fluent, immediate, patient, punctual, quiet, safe, secret, slow**

The journey took a long time because the train travelled so (►) **slowly**. It was hot, and the sun shone (1) from a clear sky. X could only wait (2)..... for the journey to end. When the train finally arrived, he had no time to spare, so he (3)..... took a taxi to the hotel. Y was on time. She arrived (4)..... at three. No one else knew about the meeting - it was important to meet (5)..... . 'I had a terrible journey,' said Y. 'But luckily the pilot managed to land (6)..... .' Her English was good, and she spoke very (7) X was listening (8)..... to every word. They were speaking very (9) in case the room was bugged.

TASK 3

Choose the correct form (adjective or adverb).

1. John held the plate _____. (careful / carefully)
2. Julia is a _____ person. (careful / carefully)
3. I ran _____ to the station. (quick / quickly)
4. The journey was _____. (quick / quickly)
5. You look _____. Didn't you sleep well? (tired / tiredly)
6. The baby rubbed her eyes _____. (tired / tiredly)
7. She sang _____. (happy / happily)
8. You sound _____. (happy / happily)
9. I speak English _____. (well / good)
10. Her English is _____. (well / good)
11. She cooks _____. (terrible / terribly)
12. He is a _____ cook. (terrible / terribly)
13. The music was _____. (beautiful / beautifully)
14. She plays the piano _____. (beautiful / beautifully)
15. That was a _____ answer. (clever / cleverly)
16. She answered _____. (clever / cleverly)
17. Your flat seems _____ today. (tidy / tidily)
18. He put the dishes away _____. (tidy / tidily)

19. He spoke _____. (warm / warmly)
20. She is a very _____ person. (warm / warmly)

TASK 4

Identify each of the underlined words as either an adjective or an adverb. Write ADJ for adjective and ADV for adverb in the available place.

1. Karaoke became a major trend in Japan and around the world. _____
2. Many people sing karaoke, even though some sing poorly. _____
3. The concept of karaoke is not a new one. _____
4. The word “karaoke” means “empty orchestra” in Japanese. _____
5. Powerful speakers play the background music. _____
6. Meanwhile, the lyrics are displayed on a large screen. _____
7. Sometimes the lyrics move by too quickly and singers get lost. _____
8. What do you think is the most popular song for karaoke singers? _____
9. Karaoke can be challenging when the songs are chosen randomly for you. ____
10. Karaoke is so fun, I am sure it will be around for a long time. _____
11. Suddenly the wind changed directions. _____
12. Please try to be more careful. _____
13. He walks so heavily in those boots. _____
14. She plays the piano perfectly. _____
15. She writes very badly. _____
16. There was a loud noise last night. Did you hear it? _____
17. Our guest left quite abruptly. _____
18. The stranger approached the wood cautiously. _____
19. The flowers smelled fragrant. _____
20. The children screamed frantically when they saw a ghost. _____

TASK 5

Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► Jonathan was stupid, (behaved)

Jonathan behaved stupidly.

1. The drink had a strange taste, (tasted)

2. The young woman was polite, (spoke)

3. The train was late, (arrived)

4. The film's ending is dramatic, (ends)

5. Polly gave an angry shout, (shouted)
